



## **No Child Left Behind (NCLB) FY 2003 FACT SHEETS**

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### *General Information*

#### **I. Important Dates**

1. Project Period: September 1, 2002 to August 31, 2003. Program activities must commence on the later of the following dates: at the beginning of the project period or the date the application was received by the state in substantially approvable form.
2. Applications: Due August 15, 2002. **Any applications received after October 11, 2002, will not be considered for FY 2003 NCLB funding.**
3. FY 2001 IASA Carry-Over Final Reports: Due December 13, 2002.
4. FY 2002 IASA Final Report/Carry-Over Applications: Due December 13, 2002.
5. FY 2003 NCLB Amendments: Due June 30, 2003.
6. FY 2003 NCLB funds must be obligated by August 31, 2003, and liquidated by November 30, 2003.

#### **II. Board Actions**

1. Board approval is required for the following:
  - a. Adoption of the five USDOE Performance Goals and their Performance Indicators. The board may choose to specifically acknowledge this within its resolution approving application submission.
  - b. Submission of the FY 2003 NCLB Application. (The board is accepting the completed application, the program plan, performance targets, and use of grant funds. The application should be complete and submitted to the board prior to its acceptance. If the board meeting occurs after the submission date, indicate the board meeting date on the Title Page and submit the resolution to NJDOE after the board meeting.)
  - c. Submission of a Carry-Over Application.
  - d. Submission of an Amendment Application.
  - e. Acceptance of grant funds after receipt of the Grant Acceptance Certificate.
2. By approving the application, the board is approving the changes to the technology plan. The board may choose to specifically acknowledge the revisions to the technology plan.

#### **III. Application Submission**

1. Send one copy of the NCLB application to the NJDOE county office and one copy to:  
New Jersey Department of Education  
Office of Grants Management  
P.O. Box 500  
Trenton, NJ 08625-0500  
Att: NCLB Consolidated Formula Subgrant  
Abbott districts must also submit a copy to their Program Improvement Regional Office (PIRC).
2. Send one copy of Final Report/Carry-Over Applications and Amendment Applications to the NJDOE county office, or PIRC office for Abbott districts.

#### **IV. Carry-Over Restrictions**

1. Title I-A: No more than 15 percent, in excess of \$50,000, may be carried over unless a waiver is approved by NJDOE (one waiver every three years).
2. Private school carry-over funds must be used for those private schools in the next project period.
3. Title IV-A: No more than 25 percent may be carried over without NJDOE approval.

#### **V. Amendments**

1. Districts must submit an amendment application for the following:
  - a. Funds moved into a *new* budget category.
  - b. Funding changes between existing categories if more than 10 percent of the total award by Title or \$50,000, whichever is less.
  - c. Change in the scope of program activities.
  - d. Title I – Schoolwide Program designation. (This designation must follow a year of planning activities and a comprehensive needs assessment.)

#### **VI. Private Schools**

1. Consultation with private schools is *required* for all NCLB Titles. It is suggested that the local education agency (LEA) contact each private school in the spring and establish a process of ongoing consultation throughout the year. If a private school is not available for consultation during the summer when the NCLB application is developed, the consultation *must* occur at a later time. Consultation *must* occur at a meeting. Any private school refusing funds must submit a signed refusal form to be included with the NCLB application.
2. Title II-A: The hold-harmless provision for professional development is based on FY 2002 professional development activities budgeted in FY 2002 Title II-A and Class-Size Reduction.
3. Private schools are *not* permitted to implement schoolwide programs nor blend funds. Private school funds are managed by the public school district.
4. The separate Title I capital expense program has been eliminated for FY 2003. Budgeting for capital expenses, which is an allowable expense under Title I-A, must be discussed and finalized at the time of the private school consultation meeting. Where possible, children should be served on the nonpublic school site.
5. Private schools develop their own needs assessment and submit it to the LEA to be incorporated into the district's master needs assessment for purposes of the NCLB application.
6. Private school activities *must* be included in the NCLB program plan and budget pages.
7. NCLB does not require that private schools update their local technology plans. (Other initiatives, such as e-rate, do require technology plans.)
8. Separate allocations or percentages for eligible private schools are listed on the allocation notices. Title I districts calculate eligibility of private school students and serve those who reside within their districts regardless of the location of the private schools they attend.
9. Private schools do not take the state assessment tests and are not included in the National Association of Educational Progress (NAEP) assessment.

#### **VII. Charter Schools**

1. Charter school students are required to take state assessments. Adequate Yearly Progress (AYP) calculations are required. Federal monitoring requirements also apply to charter schools.

2. Charter schools that are in Category I must comply with parental notification requirements. Their choice option would include an interdistrict arrangement.
3. Charter schools must complete a technology plan.

### **VIII. Scientifically Based Programs**

1. All Titles except Title II-D require programs, teaching methods, and instructional strategies that are scientifically based and proven to work. (See the *NCLB Reference Manual*, Section I for a definition of scientifically based programs.)
2. Educational technology strategies should be “based on a review of relevant research.” Since educational technology is a relatively new area, the breadth and scope of scientifically based research is limited. In addition, if a school has an educational technology program that promotes student achievement, then research should be sought to support that program and be specified in the NCLB application.
3. Many commercial programs are based on scientific research. Vendors should be able to provide the research to substantiate expected results.
4. District- and school-based programs in current use can be funded if data shows they achieve results- that is, meet or exceed performance targets and contribute to adequate yearly progress (AYP).

### **IX. Parental Notification**

1. Title I: Parents of students attending Category I schools (including charter schools) must be notified of the school’s performance levels and their opportunity to transfer their child to another school within the district that is not a Category I school.
2. A listing of all schools and their Title I categories is available at: <http://www.state.nj.us/njded/data/title1>
3. Title I: Parents must be notified annually of their right to request information on the professional qualifications of their children’s teachers.
4. Title III: Parents must be notified if children have been identified for participation in a language instructional program. Certain time frames and criteria apply and are provided in the *NCLB Reference Manual*, Appendix C.
5. Title IV-A: Parents must be informed of the contents of programs, services, or activities funded under Title IV-A, other than classroom instruction. Upon receipt of written notification from parents of a student, the LEA shall withdraw such student from any Title IV-funded program, service, or activity.

### **X. Public Reporting/Assessments**

1. Public reporting is required for the following:
  - a. Title I-A: LEAs can meet the Title I public reporting requirement with the state-issued annual LEA and school report card, which will be updated to include disaggregated data for the following subgroups: gender, ethnic/race, LEP, migrant, disabled, and economically disadvantaged (*NCLB Reference Manual*, Section II). Students can be placed into more than one subgroup.
  - b. Title IV-A: LEAs must report certain information to the public (*NCLB Reference Manual*, Section II).
2. State tests are administered in the spring and results are made available to districts accordingly.
3. Selected districts are *required* to participate in the NAEP assessment.

4. *All* students are expected to reach proficiency on state assessments. Students with disabilities receive accommodated testing, which is geared to and assessed at their particular level of expected performance.

## **XI. Program Issues**

1. Federal waivers must be submitted to New Jersey Department of Education (NJDOE) for comment prior to submission to the USDOE. New activities requested in the waiver may *not* be implemented until approval is received, which may take several months. In the meantime, existing programs should be provided to students and teachers. (See the *NCLB Reference Manual*, Section I for more information on waivers.)
2. Adequate Yearly Progress (AYP) for FY 2003 will be determined by NJDOE using the FY 2002 Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Eight Proficiency Assessment (HSPA) results in mathematics and language arts literacy. These benchmarks will be calculated for each subgroup, as well as total school performance.
3. Districts must officially adopt *all* USDOE Performance Goals and Indicators and address only those related to the needs assessment's selected priority problem list.
4. New paraprofessional requirements apply to any paraprofessional/teacher aide paid in whole or in part with Title I funds. This includes *anyone* working in a schoolwide project.
5. Consultation with the LEA collaborators may occur in small- and large-group meetings and/or individually. Private school consultation *must* occur at a meeting.
6. Class-size reduction activities are included under Title II-A and Title V and are not limited to the early grades. Allowable activities include hiring new teachers and retaining teachers hired with FY 2002 Class-Size Reduction funds. For more detail of allowable activities, see the *NCLB Reference Manual*, Appendices C and D.
7. A Web-based or paper data collection instrument will be used for submission of required district data.
8. Program elements and authorized activities for each Title are listed in the *NCLB Reference Manual*, Section V.

### **Needs Assessment**

9. All districts must complete a comprehensive needs assessment and identify priority problems. Input to the district needs assessment must be from all stakeholders. Each school in the district should complete a needs assessment that will be incorporated into the district needs assessment.
10. The LEA must assess all areas on the needs assessment pages (application pages 18 and 19) applicable to NCLB Titles for which funds are allocated. If a need is not applicable, the LEA should designate with an N/A in the "adequately addressed" column.
11. Areas may seem to be "adequately addressed" (already receiving LEA funds) and still be considered a priority problems if the performance targets have not been achieved.
12. Category I schools must complete their own needs assessment as part of their school improvement plans. For the application, the LEA must submit a copy of each Category I school's NCLB needs assessment, description of priority problems, and program plan pages (application pages 18, 19, 20, and 23).
13. Needs assessment is an ongoing process and does not end with completion of the FY 2003 NCLB needs assessment.
14. Application updates/revisions can be submitted to the county/PIRC office before the application is approved and after approval as an amendment.

### Priority Problems

15. The LEA's priority problem pages (application page 20) must be submitted with the NCLB application along with the various needs assessment pages (application pages 18 and 19). Any needs assessment supporting material, such as test results, does *not* have to be submitted. A review of the supporting material may occur during on-site monitoring.
16. Not all priority problems must necessarily be addressed in FY 2003. LEAs should select which priority problems they will address with their available funds. Other priority problems can be addressed and funded in subsequent years.

### Program Plan

17. The program plan and performance targets must be established for a three-year period (*NCLB Reference Manual*, Section III).
18. List both model programs and supporting activities in column 6 of the program plan pages.
19. A separate school improvement plan including NCLB needs assessment, priority problems, and program plan page must be completed for *each* Category I school. (A list of all schools and their Category designations is available on [www.state.nj.us/njded/data/title1](http://www.state.nj.us/njded/data/title1).)
20. Districts must assess the success of federally funded programs based on the FY 2003 program plan performance targets.

## **XII. Fiscal Issues**

1. FY 2003 NCLB funds must be obligated by August 31, 2003, and liquidated by November 30, 2003.
2. LEAs and/or private schools may refuse their total allocation for one or more Titles.
3. The "supplement, not supplant" requirement applies to *all* Titles in the NCLB application. The following example would be considered supplanting: If a position has been fully budgeted within the LEA's budget with local and/or state funds, NCLB funds *cannot* be used to partially fund the position after the fact.
4. NJDOE ensures compliance with the federal maintenance of effort regulation. If the LEA does not meet its 90 percent obligation, LEAs are notified that NCLB allocations will be reduced by a comparable percentage (see the *NCLB Reference Manual*, Section IV).
5. Districts must complete the NCLB application's Title I Eligibility form to determine the schools eligible for Title I funds and their individual allocations. Students from ages 5-17 are included in the student count. Budgeting for other Titles is dependent on the district's needs assessment and identified priority problems.
6. Title I funds may be used for transporting students in Category I schools exercising the intradistrict choice option.
7. Title I-D funds may have been allocated directly to an educational services commission if the LEA and the commission have submitted a written request to the NJDOE.
8. Funds are distributed by NJDOE to the LEA in monthly payments after the application has been approved; however, payments may be combined if approval occurs late in the grant cycle. Small grants are generally distributed in a single payment. Equipment and supply funds are paid separately in the first payment. (Local or other funds *must* be used until the grant funds are received by the district.)
9. Private school NCLB funds are administered and controlled by the public school district.
10. NCLB Budget Summary codes have been collapsed. Districts must follow the Uniform Chart of Accounts for New Jersey Public Schools for accounting purposes.

11. TPAF/FICA is calculated at 15 percent. This expenditure must be budgeted for *all* TPAF participants' salaries. For stipends and extra compensation, 7.65 percent FICA must be budgeted.
12. The equipment threshold is \$2,000. Only property that meets the equipment criteria and is valued at \$2,000 or more is listed in budget categories 400-731 and 400-732. Sufficient detail must be provided in column 2 on the Budget Detail pages to identify equipment items.
13. Administrative costs are capped at 5 percent for Titles I, II-D, and V-A and at 2 percent for Titles III-A and IV-A. (See the *NCLB Reference Manual*, Section IV for a definition of administrative costs.)
14. Partial funding from more than one grant is permitted and not considered "commingling" if the funds are accounted for separately. For example, an LEA can buy a computer using some funds from Title II-D and some from Title V, assuming the purchase addresses a priority problem the LEA has identified in its needs assessment.
15. Funds may *not* be transferred into a Title that has *no* allocation. (For information on the Transferability Option, see the *NCLB Reference Manual*, Section IV.)

### **XIII. Contacts**

The NJDOE county office or School Review and Improvement Team (SRI) should be an LEA's first line of contact. The program contacts listed below are available if the county/SRI contacts cannot be reached or more information/clarification is required.

Title I-A	Mayra Rosner	609 341-5062
Title I-D	Jim Curry	609 633-9619
Title II-A	Iris Nagler	609 984-6031
Title II-D	Eileen Stovall	609 633-1693
Title III-A	Raquel Sinai	609 633-6889
Title IV-A	Gary Vermeire	609 633-6684
Title V-A	Mary Torres	609 984-7306
Title VI-B	Jim Curry	609 633-9619
Charter Schools	Dorothy Coluccio	609 292-5850
Abbott Districts:		
Fiscal	Lisa Williams	609 292-4050
Program	Orlando Castro	609 292-0699
PIRC Managers:		
North	Pat Mitchell	973 858-1333
Central	Jami-Fair Davis	732 225-4545
South	Jim McBee	856 468-5530
NCLB Application Consortia	Rich Magee	609 633-6429
NCLB Application Excel Spreadsheet	Steve Esser	609 633-0659
NCLB Application Coordination	Suzanne Ochse	609 292-1828
Fiscal Issues	Anthony Hearn	609 292-7742

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***Title I, Part A***  
***Improving Basic Programs Operated by Local Education Agencies***

**I. Purpose:** To ensure all students achieve proficiency on state standards by 2014. Assessment results must show that districts, schools, and subgroups have made adequate yearly progress (AYP).

**II. Formula**

1. The formula is calculated by the USDOE based on Census Bureau data that includes enrollment and poverty figures.
2. For districts with resident populations of less than 20,000, NJDOE calculates allocations based on state enrollment and at-risk data because these data are more sensitive to annual changes in small communities.
3. Hold harmless applies to LEAs depending upon their poverty rates: 95 percent hold harmless for 30 percent poverty; 90 percent for poverty rates between 15 percent and 30 percent; and 85 percent hold harmless for less than 15 percent poverty. Additionally, adjustments are made for transfers to vocational and charter schools.
4. Per NCLB, calculations are also included for Targeted and Education Finance Incentive grants based on poverty ratios over 5 percent.

**III. Program Elements**

1. All students are to attain proficiency in the core academic subjects.
2. Student achievement is disaggregated by subgroups to ensure all eligible children attain the same levels of proficiency and receive needed instruction and support.
3. Teachers and other school personnel must be highly qualified — certified and proficient in their areas of expertise. Instructional paraprofessionals must meet new NCLB criteria (see the *NCLB Reference Manual*, Appendix A).
4. Increased parent involvement efforts are required.
5. Schools with 40 percent poverty qualify for schoolwide programs. An application must be submitted based on a preliminary year of planning.
6. Allocations must be made to eligible schools, ordered by percent of poverty. LEAs can serve an ineligible school for one year if it was eligible the previous year.

**IV. Schools in Need of Improvement**

1. Category I schools that did not receive school improvement funds in FY 2002 will receive additional funds of \$29,500 per school in FY 2003.
2. Category I schools that received school improvement funds in FY 2002 will receive additional funds of \$100,000 per school in FY 2003.
3. Each Category I school must complete a school improvement plan, including separate NCLB needs assessment, priority problem, and program plan pages for each school.
4. Ten percent of a Category I school's Title I-A allocation must be expended for professional development in that school, with 5 percent used to help teachers become "highly qualified." This applies for all Category I schools regardless of their allocation.
5. LEAs must notify parents of school status (see *NCLB Reference Manual*, Section III) and offer intradistrict choice. (For more information on choice, see the *NCLB Reference Manual* and [www.state.nj.us/njded/news/0603title1\\_a3.htm](http://www.state.nj.us/njded/news/0603title1_a3.htm).)

6. All students in a Category I school are eligible for the choice option. They can select this option at any time during the school year. If not all requests can be accommodated, the district must develop a fair and equitable method for allotting spaces.
7. Title I money does *not* follow an eligible child who selects intradistrict choice.
8. Technical assistance will be made available. For example, The Title I Development Institute will be offering support sessions targeted to Category I and II schools. All eligible schools/districts will be notified, and may also request individual assistance.

## **V. Authorized Activities**

1. Specific activities are listed in the *NCLB Reference Manual*, Appendix C.
2. Funded activities must meet the special needs of educationally deprived children in eligible schools to help children meet the state performance standards.

## **VI. Requirements**

1. Allowable programs and teaching methods are those that have been shown to work through scientifically based research.
2. Instructional paraprofessionals must meet new standards (see the *NCLB Reference Manual*, Appendix A). These standards apply to all paraprofessionals paid in whole or in part with Title I funds, whether in a regular, early childhood, or special education classroom. In schoolwide project schools this applies to *all* paraprofessionals.
3. Children must be taught by highly qualified professionals (see the *NCLB Reference Manual*, Appendix C).
4. All schools must achieve adequate yearly progress (AYP). Students who attend a school for less than one academic year are exempt from that school's AYP calculation. (This applies to detention centers where children are housed on a short-term basis, usually a few weeks.)
5. The FY 2002 assessment results will be used as baseline data for AYP.
6. The state-calculated AYP is based on the state assessments. Schools with no state assessment data must still calculate their AYP using their best available data.
7. AYP is calculated for five subgroup categories: racial/ethnic groups, students with disabilities, limited English proficient (LEP) status, migrant students, and economically disadvantaged. AYP is not calculated if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student [NCLB §1111(2)(C)]. New Jersey's criteria for statistically reliable is 10 or more.
8. LEAs must report to the public annually on assessment data, disaggregated by the following subgroups: gender, major ethnic and racial groups, LEP status, migrant students, children with disabilities, and economically disadvantaged students. Only subgroup data that is statistically valid and reliable must be reported (see the *NCLB Reference Manual*, Section II). Measuring subgroup achievement will help an LEA identify students who are performing below proficiency levels. All subgroups must meet the state's established benchmarks.
9. To meet AYP, the total school and all subgroups must attain the benchmark. An alternative is "Safe Harbor," where the failure rate of a subgroup is reduced by 10 percent.
10. If the grant is \$500,000 or more, 1 percent of the funds must be used for parent involvement.
11. The poverty criteria to be used are consistent for both public and private school students. Allocations to schools are based on poverty calculations. Program activities, however, are targeted to the lowest performers. Private schools determine their own students' program needs.

12. LEAs are responsible for calculating school eligibility using the Title I Eligibility form. These calculations are based on the poverty criteria selected by the district. Services within eligible schools are provided, based upon academic need. Private schools establish their own criteria for service eligibility.
13. Funds designated for “reserve” must be decided upon with the LEA collaborator group.
14. Title I single attendance districts have LEA discretion to serve all schools within the LEA, regardless of the 1,000-student criterion.

### **Title I Eligibility Page Calculations**

Follow the steps below to complete the Title I Eligibility page calculations.

1. Complete the calculation for the per-pupil expenditure.
2. Allocate to eligible schools using the per-pupil expenditure, starting with the school with the highest poverty rate.
3. Be sure schools with 75 percent or higher poverty rates receive a higher per-pupil expenditure.
4. If there are remaining funds after all eligible schools have received their allocations, these remaining funds can be allocated to the eligible schools, starting with the schools with the highest poverty, or these funds can be set aside for the reserve categories shown on page 16 of the application.
5. If all funds have been allocated and reserves are required and/or desired, show these in parentheses on page 16. (Funds cannot be reserved from schools with 75 percent or more poverty.)

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***Title II, Part A***  
***Teacher and Principal Training and Recruiting***

**I. Purpose:** To prepare, train, and recruit high-quality teachers and principals. Title II, Part A combines the former Eisenhower Professional Development and Class-Size Reduction programs.

**II. Formula**

1. Formula calculations are based 80 percent on low-income census and 20 percent on enrollment.
2. The hold harmless requirement applies with regard to funds used to provide professional development services to nonpublic schools. Each nonpublic school is entitled to the funding of professional development services in an amount at least equal to what it received in FY 2002.

**III. Program Elements**

Program elements include the following:

1. Training to certify teachers and paraprofessionals.
2. High-quality, research-based, and standards-based professional development activities.
3. Recruiting/hiring of certified teachers.
4. Sign-on bonuses, merit pay, teacher testing, teacher and principal mentoring, reforming tenure systems, and pay differentiation initiatives.
5. Class-size reduction efforts in any grade from preK–12, based on the district’s priority problems.

**IV. Authorized Activities**

1. Specific activities are listed in the *NCLB Reference Manual*, Appendix C.
2. LEAs may offer professional development for teachers, principals, and paraprofessionals if indicated in the NCLB needs assessment.
3. Mentoring is an allowable activity. Title II-A funds can be used to support mentoring and other professional development activities for novice teachers.
4. Funds may be used to pay substitute teachers for classroom teachers attending professional development; however, they may *not* be used to pay for substitute teachers in nonpublic religious schools.
5. Funds may be used to help support Title II-D and I-A activities without doing a physical transfer of funds as required under Title VI-B.
6. Funds may be used for computer hardware, such as a server and wiring, as a follow-up to professional development activities, providing it is part of the district’s professional development plan and is the best use of funds.

**V. Requirements**

1. Districts must calculate and set aside a hold harmless amount for professional development for private schools. This hold harmless amount is a minimum that must be budgeted for professional development in FY 2003. It is based on the amount budgeted for professional development in FY 2002 from Title II-A and Class-Size Reduction.
2. There is no maximum for allocating funds to reduce class size, assuming the hold harmless requirement, if applicable, has been met. Conversely, there is no limit to the amount of Title II-A funds that can be used for professional development.
3. The allocation must be targeted to schools with the largest average class size, the lowest proportion of highly qualified teachers, or those designated as Category I.
4. Funds must be used to supplement, not supplant.
5. Performance measures must be quantified to show that the stated objectives have been achieved for teachers and *students* for all activities supported with Title II-A funds, including professional development. To track academic achievement, the LEA can pre- and post-test the students or compare students' results to previous years' results.

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***Title II, Part D***  
***Enhancing Education Through Technology***

**I. Purpose:** To improve student academic achievement through the use of technology and ensure that all students are technologically literate by the end of 8<sup>th</sup> grade. To encourage effective integration of technology resources and systems with teacher training and curriculum development.

**II. Formula**

1. The formula is based on the Title I, Part A allocation.

**III. Program Elements**

Program elements include the following:

1. Achievement of the state standards.
2. Student technology literacy.
3. Infusing technology effectively into curriculum and instruction.
4. Increasing access to technology.
5. Infrastructure development and maintenance.

**IV. Authorized Activities**

1. Specific activities are listed in the *NCLB Reference Manual*, Appendix C.
2. Ensuring technological literacy by grade 8 is a goal; however, if the needs assessment determines a high school subgroup is a priority problem, funds may address this need.
3. Implementing educational activities, where applicable, in collaboration with adult/continuing education programs or community libraries will address requirement #4 in the Technology Plan Update.
4. Educational technology activities should be included on the Performance Goals and Indicators page as LEA performance indicators. Insert them under the most appropriate goal.
5. Funds may be used to pay substitute teachers when classroom teachers participate in professional development activities.
6. Funds may be used to support all aspects of classroom instruction, providing their function is directly related to the intent of Title II-D.

**V. Requirements**

1. Districts must comply with the Children's Internet Protection Act (CIPA). Recent court decisions regarding access issues apply to libraries only; therefore, schools and districts must comply with CIPA.
2. Technology plans must be updated to include four new LEA requirements. If an LEA is refusing its Title II-D allocation, it does not have to provide the update at this time.
3. NCLB does *not* require private schools to update their technology plans.
4. LEAs and private schools must use 25 percent of their allocation for professional development. (However, an LEA may apply for a waiver to this requirement under certain conditions.)
5. Administrative costs are capped at 5 percent.

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***Title III, Part A***  
***English Language Acquisition, Language Enhancement,***  
***and Academic Achievement***

**I. Purpose:** To help limited English proficient (LEP) and immigrant children achieve English proficiency and meet the state performance standards. This Title combines the former discretionary bilingual education program and the Emergency Immigrant Education Program.

**II. Formula**

1. The allocation is calculated using the 2001 Application for State School Aid (ASSA) data reported to NJDOE by the LEA.
2. Charter schools are eligible.
3. Private school allocations were based on immigrant student data reported to the public schools in February 2002. The LEA is responsible for determining the eligibility of the private schools within its jurisdiction, based upon the February immigrant student data collection.

**III. Program Elements**

Program elements include the following:

1. Professional development for teachers, principals, administrators, and other school personnel to help improve instruction and assessment of LEP students.
2. Language instructional programs to improve English proficiency and academic achievement.
3. Parental outreach and notification.

**IV. Authorized Activities**

1. Specific activities are listed in the *NCLB Reference Manual*, Appendix C.
2. Funded activities must provide high-quality language instruction educational programs that are scientifically based and demonstrate effectiveness in increasing English proficiency and student academic achievement in the core subjects.
3. Funds can support salaries, benefits, materials, and community/parent outreach efforts.
4. Split funding is permitted. For example, a salary can be funded by both Title III-A and Title II-A, provided budgeting/expenditures are tracked separately for non-Abbott districts (see the *NCLB Reference Manual*, Section IV).
5. If an LEA forms a consortium with another LEA, only the *applicant* completes the program plan for Title III-A activities.
6. The Transferability Option does not apply to Title III-A.

**V. Requirements**

1. An LEA must have a minimum grant of \$10,000 to accept Title III-A funds. If the allocation is less than \$10,000, the LEA can form a consortium to achieve this threshold. LEAs may use their entire Title III-A allocation (even if a private school refuses its Title III-A funds) to calculate the \$10,000 minimum. *There will be no state waiver for FY 2003.*
2. The needs assessment pertaining to Title III-A funds *must* be completed, even if the funds are refused. These needs would not be selected as priority problems.
3. Administrative costs are capped at 2 percent.
4. Parental notification is required, if a child is identified for a language instructional program.

5. The LEA must provide an annual assessment to measure students' progress in English and academic achievement.
6. Biennial evaluation reports must be submitted to the NJDOE on the program's success.
7. Title III-A teachers must speak both English and the language in which they are teaching.
8. Title III-A paraprofessionals must be specifically trained to work with LEP students.

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***Title IV, Part A***  
***Safe and Drug-Free Schools and Communities Act***

**I. Purpose:** To foster a safe and drug-free learning environment that supports student achievement.

**II. Formula**

1. Sixty percent of the allocation is based on the previous year's Title I, Part A allocation and 40 percent is based on public and nonpublic elementary and secondary enrollment.
2. Funds must be targeted to schools and students with the greatest need.

**III. Program Elements**

Program elements include the following:

1. Prevention of violence and the illegal use of alcohol, tobacco, and drugs.
2. Parent and community involvement.
3. Coordination with related federal, state, school, and community efforts.

**IV. Authorized Activities**

1. Specific activities are listed in the *NCLB Reference Manual*, Appendix C.
2. Information on resources for programs based on scientifically based research is provided in the *NCLB Reference Manual*, Appendix F.
3. K-8 districts or schools with no specifically identified incidents or rates of violence or illegal drug use may use funds to reduce the prevalence of identified research-based factors that place students at risk for violence or illegal drug use; increase identified protective factors, buffers, or assets; and/or implement age-appropriate and developmentally based preventive programs such as substance abuse and violence education, truancy prevention, mentoring, conflict resolution, character education, and developmental counseling.
4. LEAs must collaborate with private schools to assess their needs and determine their activities.

**V. Requirements**

1. LEAs must prepare comprehensive school plans for keeping schools safe and drug free.
2. Local prevention programs must meet the five principles of effectiveness specified in the *NCLB Reference Manual*.
3. Parent involvement must be comprehensive and ongoing. Parents must be involved in all phases of program design, administration, and implementation.
4. The Code of Student Conduct must be disseminated annually to all school staff, parents, and students as required by administrative code.
5. Administrative costs are capped at 2 percent.
6. Security-related activities are capped at 20 percent, but this cap is doubled to 40 percent for funds used to hire and train school security personnel.
7. Districts must use programs based in scientifically based research. An LEA can request a waiver of this requirement, if programs have evidence of achievement of performance outcomes and/or documentation of substantial likelihood of success.
8. LEAs must collect and submit data to support their program activities.
9. Funds must be used to supplement, not supplant. A maintenance of effort provision applies.

10. States must establish a definition of persistently dangerous schools and develop a procedure for ensuring student choice. Until disseminated, LEAs are responsible for Performance Indicator 4.1, based on local data.

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***Title V, Part A***  
***Innovative Programs***

**I. Purpose:** To support innovative programs that will enhance student performance and achievement. Scientifically based programs can fulfill 27 approved categories.

**II. Formula**

1. The formula targets a higher portion of funds to low-income areas.

**III. Program Elements**

Program elements include the following:

1. Support for local education reform efforts consistent with statewide reform efforts.
2. Promising education reform programs and school improvement programs that are based on scientific research.
3. Innovation and education improvement, including programs to provide library services and instructional media materials.
4. Education programs that meet the educational needs of *all* children, including those at risk.
5. Education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

**IV. Authorized Activities**

1. The list of 27 activities covered by this grant is provided in the *NCLB Reference Manual*, Appendix C.
2. CPR training, which is an allowed activity, can help fulfill USDOE Performance Goal #4. An LEA performance indicator can determine the measurement of achievement. The activity selected must address an identified priority problem.

**V. Requirements**

1. Programs must promote the state's academic standards and be part of an overall education reform strategy.
2. The district must conduct a needs assessment to determine which innovative program will address a priority problem.
3. Programs must be evaluated annually for success and possible program changes in subsequent years.
4. Programs must be scientifically based.

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***Title VI, Part B***  
***Rural and Low-Income School Program***

**I. Purpose:** To address the unique needs of rural schools and help them increase student achievement and decrease dropout rates.

**II. Formula**

1. The formula is based on whether the district is in a rural area (school locale code 6, 7, or 8) with at least 20 percent poverty. Four districts qualify.

**III. Program Elements**

Program elements include the following:

1. Teacher recruitment and retention
2. Professional development
3. Technology
4. Parent involvement

**IV. Authorized Activities**

1. Funds are used to support the program elements listed above.

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## *Abbott Districts*

### **I. Application Review**

1. Abbott district NCLB applications are due August 15, 2002.
2. The NCLB applications are reviewed by the Abbott Implementation Division (program and fiscal staff) in collaboration with the county office Education Specialist and Business Administrator. The Abbott Implementation Division has primary responsibility for the review process.
3. Requested revisions must be submitted by the district to the Abbott Implementation Division.
4. Final approval will be given by the NJDOE Office of Grants Management (OGM). Additional revisions may be requested by OGM prior to final approval.

### **II. Program Elements**

1. For districts implementing schoolwide programs and blending federal, state, and local funds in Fund 15, the FY 2003 Whole School Reform (WSR) Implementation Plans for schools are accepted in lieu of an FY 2003 NCLB program plan. If applicable, a summary of revisions must be submitted with the FY 2003 NCLB application.
2. Abbott districts are required to complete an NCLB program plan for district-level activities, private schools, neglected and delinquent (N&D), and for the federal funds being used in Fund 20. All Fund 20 activities (FY 2003 “increases,” districtwide activities, schools not implementing WSR, schools ineligible for Title I but receiving other Title services, schools ineligible for Title I schoolwide status, Title I N&D services, private schools, and Category I schools) must be included in the FY 2003 NCLB application.
3. All Title I *instructional* paraprofessionals must meet the new NCLB criteria for both targeted assistance and schoolwide programs. For schools with blended funds, *all* instructional paraprofessionals must be in compliance. (See the *NCLB Reference Manual*, Appendix A for more information on the new paraprofessional requirements.)
4. WSR model training is consistent with NCLB training (see the *NCLB Reference Manual*, Appendix A). District central office staff must work with schools to coordinate all professional development activities.
5. District central office staff must work closely with the school management teams and the NCLB collaborator group to plan, implement, and coordinate programs related to Abbott Implementation and the priority problems identified in the NCLB needs assessment.
6. The school and district must ensure that the intent of each NCLB program is being addressed when funds are blended in a school-based budget (Fund 15).

### **III. Schools in Need of Improvement (Category I)**

1. LEAs must track Category I funds allocated in FY 2003 (\$100,000 or \$29,500) separately. Title I, Category I school improvement funds *cannot* be blended. These funds must be recorded in Fund 20 using a unique program code. See the Chart of Accounts guidance issued by the NJDOE Finance Office on July 25, 2002.
2. Each Category I school must submit an NCLB school improvement plan (NCLB needs assessment, priority problems, and program plan), which must include strategies and programs designed to close the achievement gap and a budget to account for the Category I funds.

3. Category I schools that did not receive school improvement funds in FY 2002 will receive an additional allocation of \$29,500 for FY 2003. Category I schools that received school improvement funds in FY 2002 will receive an additional allocation of \$100,000 in FY 2003.
4. Ten percent of the Category I school's Title I-A allocation must be allocated for professional development for that school. The NCLB school improvement plan must specify these activities.
5. Districts with Category I schools must set aside 5 percent of their Title I allocation for transportation services if needed for the intradistrict school choice option. Transportation services are guided by district policy. If these funds are not needed, they may be used for other Title I allowable activities.

#### **IV. Fiscal Issues**

1. Federal allocations were mailed to the Chief School Administrators on June 28, 2002.
2. Any additional FY 2003 federal funds in the subgrant over those received in FY 2002 must be accounted for in Fund 20 instead of Fund 15. (See accounting information included in the July 22, 2002, letter to Chief School Administrators from Gloria Hancock, Chief of Staff.)
3. Program activities must be in effect September 1, 2002 (at the beginning of the project period). Local or other funds must be used until the grant funds are received by the district.
4. The allocation notice lists specific funds for Category I schools. These funds must be included in Fund 20 and tracked separately.
5. Even though certain Abbott regulations have been relaxed, districts and schools should continue to blend the same amount of federal funds received in FY 2002 (see #2 above).
6. Districts are required to ensure that the intent of each of the federal programs is met, whenever federal funds are blended.
7. The district's central office is responsible for oversight in reviewing and approving FY 2003 school plans and budgets, regardless of blending.
8. Certain Titles permit funds to be used for field trip transportation, if the needs assessment and WSR plan support this activity. See the authorized activities for each Title in the *NCLB Reference Manual*, Appendix C for more information.
9. Districts whose Title I-A allocation is \$500,000 or more must expend at least 1 percent of their Title I-A funds for parental involvement activities. These activities may be provided on the school or district level. Districts, in consultation with the NCLB collaborator group and school management teams, must decide how much of this parent involvement allocation can be retained at the district level.
10. Parent involvement is inherent in whole school reform. If whole school reform schools have a district approved WSR Implementation Plan, these activities *must* take place. This meets the intent of the 1 percent set-aside for parental involvement and a set-aside for these schools is *not* required. As an alternative, the LEA may choose to set aside the 1 percent for parental involvement on a district level. The LEA would then provide the services and identify, track, and report the funds.
11. The Stevens Amendment requires that districts publicly report programs that are federally funded. Specifically, the report must clearly state the percentage of the total cost of the program that is financed by federal funds, the dollar amount of federal funds for the project, and the percentage or dollar amount of the total costs of the program funded by non-governmental sources. Because federal funds are blended in Abbott districts, all programs are considered federally funded and so must be addressed per Stevens Amendment requirements. Districts that do not comply with this amendment are in jeopardy of an audit exception.